

PROPOSAL

WHATSAPP AND GOOGLE FORM AS MEDIA FOR LEARNING ENGLISH DURING PANDEMIC ERA



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I. TITLE

WhatsApp and Google Form as Media for Learning English during Pandemic Era

II. BACKGROUND OF THE STUDY

In 2020, the world has been shocked by a virus that has become a pandemic. The majority countries within the world littered with this pandemic eruption. World Health Organization (WHO) gave name that the virus as SARS-CoV-2, which is the seventh virus of the CoV group that attacks human, and it strains from SARS-CoV. The disease is caused by that virus is called as Coronavirus Disease 2019 (Covid-19).

All of aspects were affected because this pandemic, such us; social, economic, religious, and even education aspect. In Indonesia, the primary Covid-19 case was announced directly by President Joko Widodo.¹ The President's announcements were about asked the citizens to check, pray, and work from home, and also stay at home. Based on the president's announcement, all parts of government suggested several policies. State civilians are ordered to work from home. As well as students are ordered to study from home.

In accordance with circular of Republic Indonesia's education and culture minister number: 36962/MPK.A/HK/2020 about *Study and Work from Home in order to Prevent The Spread of Covid-19* Minister of Education, Nadiem Makariem, suggested for all the students from all levels; colleges, senior high school, junior high school, elementary school, childhood education, to Study From Home (SFH). He took several policies. Form of the policies are; Setting SFH for the students and college students, employees, teachers and lectures do to work, teach, and lecture from home trough video conference, digital documents, and another alternative online learning media.

¹ Desca Lidya Natalia (2 March 2020). Zita Meirina (ed.). "Presiden: Ibu-anak warga Indonesia positif COVID-19". *Antara News Agency* (in Indonesian). Retrieved November, 25 2020.

Based on the situation and condition also those policies', learning from home is the right alternative choice. According to Terry Anderson defines "online learning as the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience".²

Pratama and Yusro stated that online learning is an alternative that can be applied in the era of technology and communication that is growing too high now.³ Furthermore, the COVID-19 pandemic highlights the requirement to use online models and applications to achieve learning goals.⁴ As a result, innovation in learning is required to keep the development of world education. Innovation in learning by online platforms is interpreted as updates or changes caused by, among alternative things, tries to resolve problems faced by an individual or group and to resolve problems that arise and improve sure things or sure processes that occur in society.⁵

Online learning couldn't stand by itself, however it should be supported by instructional media. Suryani and Agung defines that the instructional media employed in learning, specifically includes tools to help teachers in teaching and suggest that of carrying messages from sources learning to the recipient of learning messages (the students). The use of instructional media should be adjusted with the requirements and presented materials stated by Sangsawang as cited in

² Terry Anderson. 2012. *The Theory and Practice of Online Learning*. Canada: AU Press, Athabasca University, p.17.

³ H Pratama., & Yusro, A. C. 2016. *Implementasi WhatsApp Mobile Learning untuk Meningkatkan Hasil Belajar Mahasiswa Pokok Bahasan Pengenalan Komponen Elektronika*. Jurnal Pendidikan Fisika dan Keilmuan (JPFK), 2(2), 65. <https://doi.org/10.25273/jpfk.v2i2.696>. Retrieved November 22, 2020.

⁴ K. Amal, B. 2019. *Pembelajaran Blended Learning melalui Whatsapp Group (WAG)*. Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan, 2019, Universitas Negeri Medan, 3, 700-702.

⁵ E, Indaryani., & Suliworo, D. (2018). Dampak Pemanfaatan WhatsApp dalam Meningkatkan Motivasi Belajar Siswa pada Pelajaran Fisika. *Prosiding Seminar Nasional Quantum*, 25, 25–31.

Irawan and RWW. It was indicated that the instructional media is employed to support and assist teacher to present the materials for the students.

The instructional media in online learning can be a computer/laptop, smartphone, tablet. Chen stated that smartphone is not only communication tools, but smartphone is a fantastic media to use for everyone from young to adult. According to Ozdamalia and Cavus, instructional media is a medium to use gadget or smartphone, so that learning process is able to do every time and everywhere. Based on the statement, smartphone is a tool that can be used as a media in online learning because it will support and assist teacher to convey learning material and the majority of students have smartphone or gadget, and also it's simple to use and bring everywhere and every time.

According to Sarwar and Soomro, smartphone is a mobile phone with advanced features and functionally beyond traditional functionalities like making phone call and sending text message. They also added that smartphone is equipped with the capabilities to display photo, play game, play videos, navigation, built-in camera, audio/video playback and recording, send/receive e-mail, built in apps for social websites and surf the web, wireless internet and much more.⁶ It indicated that there are several applications that can be accessed on smartphone using internet connection. An application on smartphone can be used for studying, teaching, or just for playing game. The several applications on smartphone that can be used to support the teacher in online learning are: WhatsApp, Google Classroom, Google Form, Zoom, Schoology, Telegram, Edmodo, etc.

The results of online survey were; the first, WhatsApp, Google Form, Google Classroom, Schoology, Edmodo, Telegram, Zoom were

⁶ Muhammad Sarwar., & Tariq R. Soomro. 2013. *Impact of Smartphone's on Society*. *European Journal of Scientific Research*, Vol. 98 No 2 March, 2013, pp.216-226, <http://www.europeanjournalofscientificresearch.com>, Retrieved November 27 November 2020.

application used in online learning during SFH. Based on a observation of the researchers at SMAN 1 Jetis, the researcher found media that are often used in online learning, namely: WhatsApp and Google Form. The data showed WhatsApp and Google Form was application that dominated to be used. The second, the participants stated that WhatsApp was effective application used than the others because it was easier to be accessed, most of the students has the application, familiar application, economical quota, the students were more perceptive, has some features: uploading videos, pictures, and voices then it made the materials were easier to be understood, and the materials could be explained by a text, also oral using voice note features.

The use of WhatsApp Messenger or familiarly called WA in the international and national world has increased sharply.⁷ Learning in schools and colleges is one of the objects for the growing use of the WhatsApp Messenger application. The survey shows that 90% of students and teacher use the WhatsApp Messenger application in their daily life, as well as in learning activities. WhatsApp Messenger has various features that can be used to communicate with the help of internet services, features contained in whatsapp are Gallery for adding photos, Contacts for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, even Document to insert files in the form of documents. All these files can be instantly sent via the free application. These various features certainly make it easier to learn to communicate through online media.

⁷ Tavangarian, D., Leybold, M. E., Nölting, K., Röser, M., & Voigt, D. 2004. Is e-Learning the Solution for Individual Learning? *Electronic Journal of E-Learning*, 2(2), 273–280.

While, Google Forms is a web-based app used to create forms for data collection technique,⁸ Google Form is a free online tool form Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share to assess with other people.⁹ Therefore, Google Forms, can be used in class to aid students' learning and to promote a more interactive classroom environment. Google Forms is a free service from Google, which emulates an on-line survey system. It supports various types of questions: text, paragraph, multiple choice, choose from a list, checkboxes, scale, and grid. A text type is used for short text answer questions and a paragraph type for longer text answer (or essay) questions.

Dealing with the theories, the researcher is interested to conducting a study by the title “WhatsApp and Google Form as Media for Learning English during Pandemic Era”.

III. RESEARCH FOCUS

This research is focused on the problematic implementation of WhatsApp Group and Google Form in learning English during pandemic in X Social class of SMAN 1 Jetis Ponorogo.

IV. RESEARCH QUESTION

1. How does teacher implement WhatsApp and Google Form as media for learning English during pandemic era?
2. How are the problems faced by teacher and students in implementing WhatsApp and Google Form as media for learning English?

⁸ Love, Christa. 2014. *5 Reasons to Use Google Form with Your Students*. TechnoKids Blog. <https://www.technokids.com/blog/apps/reasons-to-use-google-forms-with-your-students/>. November, 22 2020.

⁹ Students in EDUC 3890D, 592A, 692D. Online Tools for Teaching and Learning. <https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/>. November, 22 2020.

V. RESEARCH OBJECTIVES

1. To find out how the teacher implement WhatsApp and Google Form as media for learning English during pandemic era.
2. To find out the problems that arises in implementation of WhatsApp and Google Form in learning English during pandemic era.

VI. SIGNIFICANCE OF THE STUDY

The finding of this research is an expected contribution given both theoretical and practically, those are;

1. Theoretical Significance

This study is expected to give the scientific information for better education on online learning system using an interactive learning media. The results of this study are hoped to be able to give valuable information for teacher who wants to conduct online learning using WhatsApp and Google Form.

2. Practical Significance

a. For the teacher

The teacher will know the problems that arise when implementing WhatsApp and Google Form, so that information can be used as an evaluation.

b. For the students

Students can share experiences of difficulties when using WhatsApp and Google Form as media for learning English, so that problems that arise can be resolved immediately.

c. For the institution

To get data in relation to the problem, so it can find out directly what the problem of implementation WhatsApp Group and Google Form in learning English and find out the right solution.

d. For the researcher

Hopefully the researcher will understand the problems in teaching English by using media and be experience for prepare to be the teacher of the future.

VII. PREVIOUS RELATED STUDY AND LITERATURE REVIEW

A. Previous Study

The first previous research from Irma Rasita Gloria Barus and Marudut Bernadtua Simanjutak on their journal with the title “WhatsApp Group and Google Classroom-Based Learning Material in English Classes: Students’ Perceptions” case study research design, the result of this study which was focused on learning material in English classes proves that the students agree that this based learning is effective to be applied and used. The average score of perceptions is 89 indicated from the six components of the product (comfortability, content, efficient use, language, clarity, and fun-use).¹⁰

The second previous research came from journal written by Mona M. Hamad titled “Using WhatsApp to Enhance Students’ Learning of English Language; Experience to Share”. The results were coded manually and analyzed using SPSS. Almost all study-findings supported using WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates mistakes, although the study laid out some disadvantages of the experience such as preparing the materials and having discipline in the group.¹¹

¹⁰ Irma R. G. Barus, Marudut B. Simanjutak, 2020, WhatsApp Group and Google Classroom-Based Learning Materials in English Classes; Students’ Perceptions, Universitas Muslim Maros, *Scope of Language Teaching; Literature and Linguistics*, Vol. 3 No. 1 , p. 47-54, <https://ejournals.umma.ac.id/index.php/seltics>, retrieved November 22,2020.

¹¹ Mona M. Hamad, 2017, Using WhatsApp to Enhance Students’ Learning of English Language; Experience Share, Canadian Centre of Science and Education, *Higher Education Studies*, Vol.7 No.4 2017, <http://doi.org/10.5539/hes.v7n4p74>, retrieved November 24, 2020.

The third previous research from Garry Motteram, Susan Dawson, Nazmi Al-Masri, on their journal titled “WhatsApp Supported Language Teacher Development; A Case Study in the Zataari refugee Camp”. The analysis suggests the WhatsApp group contributed to the teachers’ English language knowledge, provided a platform for them to share and discuss issues related to the challenges of their particular context, enabled them to contribute to the development of some teaching materials and begin to address some of the issues they had in a meaningful way. It also raises issues of participation, access, equity and sustainability. We conclude by suggesting there is good potential for the use of social media tools such as WhatsApp for teacher development in challenging contexts, despite the contextual constraints observed and described. While this specific case involves language teachers, the general findings can potentially be applied to any teacher education or training context where access to training or education might be curtailed for a number of reasons, including the most recent changes enforced by the global COVID-19 pandemic.¹²

B. Theoretical Framework

1. Media Learning

Learning media is a tool that is used by teachers so that learning activities take place effectively. Sadiman defines Media is everything that can be used to channels messages from senders to recipients so that they can stimulate students’ thoughts, feelings, concerns and interests and attention in such a way that the learning process occurs.¹³

¹² Gary Motteram, Susan Dawson & Nazmi Al-Masri, 2020, *WhatsApp Supported Language Teacher Development; A Case Study in Zataari refugee Camp*, Springer Science + Media LLC, Education and Information Technologies (2020) 25:5731-5751, <https://doi.org/10.1007/s10639-020-10233-0>, retrieved November 22, 2020.

¹³ Sadiman, Arief S dkk, 2006, *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya*, Raja Grafindo; Jakarta.

According to Briggs (in Sadiman) stated that “media are all physical tools that can present messages and stimulate students to learn”.¹⁴ Then Trianto said that “media as a component of learning strategies is a container of messages that the source or distributor wants to be forwarded to the target or recipient of the message, and the material to be conveyed is a message of learning, and that the goal to be achieved is the learning process”.¹⁵

Based on the opinions above, the researcher conclude that learning media is a tools that used by teachers to support the success of the learning process and stimulate students’ interest in learning.

Learning media can stimulate learners to critical thinking, use the imagination, ability and attitude further developed, this giving birth to the creativity and innovative work. Media also improve the efficiency of the learning process, because by use the media to reach learners in different places, and in the scope of the infinite at any given time. Media learning can solve the problem of education or teaching either scope of the micro as well as macro.

2. WhatsApp

a. WhatsApp Definitions

WhatsApp is a smartphone application for instant messaging. It provides faster and easier communication among the users.¹⁶ WhatsApp messenger is a freeware,

¹⁴ Ibid.

¹⁵ Trianto, 2009, *Mengembangkan Model Pembelajaran Tematik*, PT Prestasi Pustaka; Jakarta.

¹⁶ Mistar, I., & Embi, M. A. 2016. *Students’ Perception on the Use of Whatsapp as a Learning Tool in ESL Classroom*. Journal of Education and Social Sciences, 4,96-104. <https://www.semanticscholar.org/paper/STUDENTS-%E2%80%99PERCEPTION-ON-THE->

cross-platform messaging, and voice over service owned by facebook. It allows users to send text messages, make voice and video calls, and share images, documents, user locations, and other media.¹⁷

From those, it can indicate that WhatsApp is an application that can make the users can be interacted with other users easier and faster in the form of instant messaging. Actually WhatsApp has some features that mad the users easier to share their opinion or anything what they do.

WhatsApp permits the students to express thoughts and ideas via varied options of the WhatsApp application platform, like attaching pictures, sharing videos, web-links, recording videos and voices, etc. it will help the students to induce actively concerned in learning activities via varied options on this applications. It's all over that the WhatsApp options facilitate the students in learning method.

b. WhatsApp Features

As cited on official WhatsApp web (www.whatsapp.com), there are eight main features of WhatsApp:

- i. Text or share messages; Reliable, simple message, can send message to friends or other people using an internet connection.

[USE-OF-WHATSAPP-AS-A-Mistar/44a3fad24b1a64ceefb77462efbdc6c6d7205e68](https://ejournals.umma.ac.id/index.php/seltics/article/view/552) .November, 21 2020.

¹⁷ Barus, Irma Rasita Gloria; Simanjutak, marudut Benadtua, 2020. *WhatsApp Group and Google Classroom-Based Learning Materials in English Classes: Students' Perceptions*. SELTICS Vol. 3, Np. 1, 47-54. <https://ejournals.umma.ac.id/index.php/seltics/article/view/552>. November, 21 2020.

- ii. Group chat or WhatsApp group; can keep in touch to people in the community, family, or other people in the WhatsApp group; can share messages, photos, videos, voice messages, documents, etc. It can consist of 256 group members.
- iii. WhatsApp on web and desktop
- iv. WhatsApp voice and voice calls; can make voice or video calls.
- v. End-to End Encryption; security by default
- vi. Photos and videos; can send or share photos or videos directly or previously saved.
- vii. Voice messages (Voice note): record voice messages directly without hassle of having to write at length.
- viii. Docs: share documents easily in Word, PDF, PPT, Spreadsheet, etc. format up to 100mb.

Besides that, there was new features on WhatsApp;

- New storage management tool; the users can check all the forwarded photos, videos, files in the storage management section and delete them once for all. The users also allowed to separately deleting all media of an individual chat. Users will find the new storage management in Setting Section > Storage and data > Manage storage.
- Group voice/video call limit increased; WhatsApp extended the participant limit to eight users to help people connect better, it was made available to all Android and iOS users,
- WhatsApp dark mode; the dark theme is added in WhatsApp features. Those running Android 9 or

below, the dark mode is available for both Android and iOS WhatsApp users.

- WhatsApp payment; the feature will only be visible to 20 million users as a 30% cap will be implemented on total payment volumes via third-party payments app starting 2021.
- WhatsApp advanced search; it allows all the users to filter the search with not only photos, texts, audio, GIFs, and videos, but also documents as well as inks.¹⁸

3. Google Form

Google Forms is a web-based app used to create forms for data collection technique.¹⁹ Another statement, Google Form is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share to assess with other people.²⁰

Google Forms can be used in class to aid students' learning and to promote a more interactive classroom environment. Google Forms is a free service from Google that emulates an on-line survey system. It supports various styles of questions: text, paragraph, multiple choice, choose from a list, checkboxes, scale, and grid. A text type is used for short text answer questions and a paragraph type for longer text answer (or essay) questions. In both types, respondents can type any text they want. Multiple choice and choose from a list are for questions in which respondents are allowed to choose only one

¹⁸ Tech Desk. WhatsApp in 2020: Every new feature announced for the messaging service. <https://indianexpress.com/article/technology/techhook/whatsapp-in-2020-best-features-added-to-android-and-ios-7071717/>. Retrieved November 29, 2020.

¹⁹ Love, Christa. 2014. *5 Reasons to Use Google Form with Your Students*. TechnoKids Blog. <https://www.technokids.com/blog/apps/reasons-to-use-google-forms-with-your-students/>. November, 22 2020.

²⁰ Students in EDUC 3890D, 592A, 692D. Online Tools for Teaching and Learning. <https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/>. November, 22 2020.

item as their answer. A checkboxes type, on the other hand, allows respondents to choose more than one item. Scale and grid varieties are for Likert-scale queries. By using one or more question types, instructors can make a set of questions which are then posted on webpages. Students access these webpages mistreatment their laptop or computer workstations in a lab classroom. Then they select or short their answers employing a keyboard and mouse. This process is similar to that of filling out on-line questionnaires.

VIII. RESEARCH METHOD

A. Research Approach and Design

According to Creswell research design is plans and the procedures for the research to detailed methods of data collection and analysis.²¹ The research design in this study refers to strategy for analyzing WhatsApp and Google Form as Media for learning English during pandemic era. But, this research only focuses in analyzing problematic implementation of WhatsApp and Google Form in learning English during pandemic.

Conducting the topic, the researcher uses qualitative approach and case study design by direct observing in location, observing teacher and students in the teaching learning process, catching information from online interviewers to collect the data.

B. Researcher's Role

In this part explaining the instrument that use in the research, here the researcher is an instrument. Being an instrument, the researcher has to be an observer to the condition that happen during learning activity, an interviewer to get the data from teacher and students, and a documenter to show the conclusive evidence.

²¹ Creswell, John. W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: SAGE Publications, Inc.

C. Research Setting

This research will conduct in SMAN 1 Jetis Ponorogo located at Jl. Sukowati, Kutuwetan, Jetis, Ponorogo. The reasons why the researcher choose this schools is because to know why the schools choose WhatsApp and Google Form as media for learning English and how are problems faced by teacher and students in implementing WhatsApp and Google Form in learning English.

D. Data and Data Source

Ahsan stated that data are material information about the object of the study something.²² Alifah also stated that data are information collected by the writer to answer research problem.²³ So, the data are information about object of the study to answer the research problem. Then, the source of the data of this study are the students and the teacher of SMAN 1 Jetis Ponorogo. The researcher collected data in the form of data questionnaire, data interview, and data documentation.

E. Data Collection Technique

In this study the researcher used three techniques, those are:

1. Questionnaire

A questionnaire may be a self-report data-collection instrument that every analysis participant fills out as a part of a search study. Researchers used questionnaires so that they could obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants.

The researcher gives questionnaire to get information and the data from the student's about their habit in singing English song. Questionnaire items can be relatively open-ended

²² Ahsan, Wahidatul. 2015. *An Analysis of Cohesive Devices Used in Selected Short Stories Retold by Slamet Risyanto*. Thesis: Repository of IAIN Tulungagung.

²³ Azizah. 2016. *Teaching and Learning Speaking at SMP Islam Al-Azhar Tulungagung*. Thesis: Repository of IAIN Tulungagung.

question and closed-ended question. Open-ended question is respondent has freedom in giving response. While, closed-ended question is respondents pick an answer from given number option.

Here, the researcher will use Likert scale. Likert scale could be a 5 (or seven) purpose scale that is employed to permit the individual to specific what proportion they agree or pain a specific statement. Additionally to activity of agreement, Likert scales will live alternative variations such United States of America frequency, quality, importance, etc.²⁴

2. Interview

The researcher will interview the students and the teacher of social eleventh grade at SMAN 1 Jetis Ponorogo by giving several questions for the teacher, such as why the teacher choose WhatsApp and Google Form as media for learning English during pandemic era, how are the problems faced by teacher in implementing WhatsApp and Google Form in learning English. Then the questions for the students such as how are the problems faced during online learning using WhatsApp and Google Form as learning media, which on is easier between online and offline learning.

3. Documentation

Documentation is intended to obtain data directly from the research, including relevant books, studying, reporting on activities, relevant research data.²⁵ So, the documentation technique is the process to obtain the data on reporting activities by using evidence list. In this study, the documentation used to give the evidence of the online class

²⁴ McLeod Saul, "Likert Scale Definition, Examples and Analysis", <https://www.simplypsychology.org/likert-scale.html>, September 24, 2019, at 2:53.

²⁵ Ahsan, Wahidatul. 2015. *An Analysis of Cohesive Devices Used in Selected Short Stories Retold by Slamet Risyanto*. Thesis: Repository of IAIN Tulungagung.

process using WhastApp group which is related to interactive learning media.

F. Data Analysis Technique

According to Cresswell as cited in Nurhayati, the data analysis process was carried out through three components. Those are data reduction, data presentation or data display, and data conclusion or verification.²⁶

1. Data Reduction

Data reduction means the process of selecting, classifying, focusing, and coding on the data that related to the study which derives from the field. The duty of the researcher is select the data that would give the valuable information of the study. Reducing the data in this research will cconduct by identifying the data questionnaire and the data interview that must relate to the research question.

2. Data Display or Data Presentation

The presentation of the data here is limited to a compiled collection of information that gives the possibility drawing conclusion and taking action. Data dispaly is an organized, composed assembly of information which conclude a conclutions written.

3. Conclusion and Verifications Data

Draw activities that are whole of the object of research. The process of drawing conclusions is based on a combination of information arranged in a form in the presentation of the data. Through this information, the researcher can see what is researching and find correct conclusions about the object of the research.

²⁶ Nurhayati, Dwi Astuti Wahyu. 2019. *Students' Perceptive on Innovative Teaching Model Using Edmodo in Teaching English Phonology: "A virtual Class Development"*. Dinamika Ilmu. Vol. 19, No. 1.

G. Checking Validity of Findings

The data validity test is a series of data analysis processes; it is to determine the validity and reliability of data. The implementation of the data validity test requires several techniques with certain criteria. The data validity testing technique use in this research is the *Data Triangulation* method. Data Triangulation method is done by comparing the data obtained in different ways, such as from observation, interviews and documentation.

Triangulation wills researcher use to analyze an interrelated phenomenon from different perspective. The researcher use different methods to get the some data. It means that, to get the validity of the data in this research, the research did not only conduct interview but also distibuted questionnaire and documentation. So, by using those methods, the researcher will comparing the result. Through these various perspectives, it is hope that research results that are closer to the truth will be obtain.

H. Research Procedures

1. Planning

This procedure includes arranging the research plan, choose the institution; class and teacher which applied the model learning as an object, preparing instruments that support the researcher's valid data and other procedures that related in this research.

2. Data analysis procedure

Include analyzing data, interview the teacher and the students, distributed questionnaire, and then analyze the document as the result from interview and questionnaire.

3. Research report

The researcher writing in the form of thesis about the case studies of WhatsApp and Google Form as media for learning English during pandemic era.

IX. ORGANIZATION OF THE STUDY

These followings are how the research organized:

Chapter I – Introduction : Confirms the background of the study, research focus, statement of the problem, research objectives, significance of the study and the organizations thesis.

Chapter II – Previous Related Study and Literature Review : Consist of several explanations based on the title and it includes the explanation of media learning, WhatsApp definition and WhatsApp features, and Google Form.

Chapter III – Research Method : Includes; research approach and design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity and findings.

Chapter IV – Research Finding : It shows data presentation contains and research findings.

Chapter V – Discussion : It shows the result of the study

Chapter VI – Conclusion : The conclusion and suggestion for the further study to making better study.

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XII. APPROVAL SHEET, KEY WORDS, AND RESEARCH QUESTION

A. Key Word

WhatsApp, Google Form, Media Learning

B. Research Question

How does teacher implement WhatsApp and Google Form as media for learning English during pandemic era?

1. How are the problems faced by teacher and students in implementing WhatsApp and Google Form as media for learning English?

C. Approval Sheet

RESEARCH PROPOSAL OUTLINE

“QUALITATIVE RESEARCH”

Name : MAULIDA AZIZAH FITRIANI
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Semester : 7
Major : ENGLISH EDUCATION DEPARTMENT

1. Background of the Research

➤ Identification
of Phenomena
Found

In 2020, the world has been shocked by a virus that has become a pandemic. Almost all countries in the world affected by this pandemic outbreak. World Health Organization (WHO) gave name that the virus as SARS-CoV-2, which is the seventh virus of the CoV group that attacks human, and it strains from SARS-CoV. The disease is caused by that virus is called as Coronavirus Disease 2019 (Covid-19).

President Joko Widodo on March 3th, 2020 (as cited in Kompas.com) said that All of aspects were affected because this pandemic; social, economic, religious, and even education aspect. In Indonesia, the first Covid-19 case was announced directly. The President's announcement was about asked the citizens to study, pray, and work from home, and also stay at home. Based on the president's announcement, all parts of government suggested several policies. State civilans are ordered to work from home. As well as students are ordered to study from home.

The President's announcement was about asked the citizens to study, pray, and work from home, and also stay at home. Based on the president's announcement, all parts of government suggested several policies. State civilians are ordered to work from home. As well as students are ordered to study from home.

Based on those policies and this condition, study from home is the right policy. It indicated that online learning was the alternative way to support the policy. Online learning could not stand by itself,

	<p>but it should be supported by instructional media. In online learning, the instructional media can be a computer, smartphone, and tablet. The several applications which were mentioned above dominated as an interactive learning media.</p> <p>Based on a survey of the researchers at SMAN 1 Jetis, the researcher found media that are often used in online learning, namely: WhatsApp and Google Form. The data showed WhatsApp and Google Form was application that dominated to be used. The second, the participants stated that WhatsApp was effective application used than the others because it was easier to be accessed, most of the students had, familiar application, economical quota, the students were more perceptive, had some features: uploading videos, pictures, and voices then it made the materials were easier to be understood, and the materials could be explained by a text, also oral using voice note features. Another result was using online learning the students were more active; there were questions and answer sections between the teacher and the students about the materials.</p>
➤ Confirmation of the Theory	<ol style="list-style-type: none"> 1. Terry Anderson defines “online learning as the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience”. <p>Anderson, Terry. 2012. <i>The Theory and Practice of Online Learning</i>. Canada: AU Press, Athabasca University.</p> <ol style="list-style-type: none"> 2. Amal (2019), stated that the Covid-19 pandemic highlights the need to use online models and applications to achieve learning goals. <p>Amal, B. K. 2019. <i>Pembelajaran Blended Learning melalui Whatsapp Group (WAG)</i>. Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan, 2019, Universitas Negeri Medan, 3, 700-702.</p>

	<p>3. Mistar (2016) stated that WhatsApp is a smartphone application for instant messaging.</p> <p>Mistar, I., & Embi, M. A. 2016. <i>Students' Perception on the Use of Whatsapp as a Learning Tool in ESL Classroom</i>. Journal of Education and Social Sciences, 4,96-104. https://www.semanticscholar.org/paper/STUDENTS-%E2%80%99PERCEPTION-ON-THE-USE-OF-WHATSAPP-AS-A-Mistar/44a3fad24b1a64ceefb77462efbdc6c6d7205e68 November, 21 2020.</p> <p>4. WhatsApp messenger is a freeware, cross-platform messaging, and voice over service owned by facebook. It allows users to send text messages, make voice and video calls, and share images, documents, user locations, and other media.</p> <p>Barus, Irma Rasita Gloria; Simanjutak, marudut Benadtua, 2020. <i>WhatsApp Group and Google Classroom-Based Learning Materials in English Classes: Students' Perceptions</i>. SELTICS Vol. 3, Np. 1, 47-54. https://ejournals.umma.ac.id/index.php/seltics/article/view/552. November, 21 2020.</p> <p>5. Google Forms is a web-based app used to create forms for data collection technique.</p> <p>Love, Christa. 2014. <i>5 Reasons to Use Google Form with Your Students</i>. TechnoKids Blog. https://www.technokids.com/blog/apps/reasons-to-use-google-forms-with-your-students/. November, 22 2020.</p> <p>6. Google Form is a free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share to assess with other people.</p> <p>Students in EDUC 3890D, 592A, 692D. Online Tools for Teaching and Learning. https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/. November, 22 2020.</p>
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<p>➤ Preliminary Observation</p>	<p>Based on the observation and interview with the English teacher of SMAN 1 Jetis, the researcher found:</p> <ol style="list-style-type: none"> 1. Students are passive in WhatsApp Group when online learning 2. Students are late in submitting assignments on Google Form <p>Based on the statement the researcher knows that the implementation of WhatsApp Group and Google Form in Learning English is not optimal.</p> <p>This research is focused on the problematic implementation of WhatsApp Group and Google Form in learning English during pandemic in X Social class of SMAN 1 Jetis Ponorogo.</p>
<p>➤ The Importance of the Research</p>	<p>To get data in relation to the problem, so we can find out directly what the problem of implementation WhatsApp Group and Google Form in learning English.</p> <p>This study is expected to give the scientific information for better education on online learning system using an interactive learning media. The results of this study are hoped to be able to give valuable information for teacher who wants to conduct online learning using WhatsApp and Google Form.</p>
<p>2. Research Questions and Objectives</p>	<p><i>Research Questions:</i></p> <ol style="list-style-type: none"> 1. How does teacher implement WhatsApp and Google Form as media for learning English during pandemic era? 2. How are the problems faced by teacher and students in implementing WhatsApp and Google Form as media for learning English? <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. To find out how the teacher implement WhatsApp and Google Form as media for learning English during pandemic era 2. To find out the problems that arises in implementation of WhatsApp and Google Form in learning English

3. Title	WhatsApp and Google Form as Media for Learning English during Pandemic Era
4. Keywords	<i>WhatsApp, Google Form, Media Learning</i>

Disetujui sebagai pijakan untuk membuat Proposal

Dosen Pembimbing Akademik

Ponorogo, 27 November 2020

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